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schools and colleges has had rather an extended history, and in the phases through which it has passed has made great gains in its character and availability for the people. In the doctor's thesis<sup>1</sup> of the late Harry Percy Barrows, published by the Bureau of Education, its development is traced from voluntary beginnings through the period of experimentation by the land-grant colleges, the extension work culminating in the administration of the Smith-Lever Act, and the growth of secondary schools and departments of agriculture. The growth of state aid in agricultural instruction in secondary schools is traced, with rather detailed study of the plans evolved in those states whose practices were influential in determining the plans employed in federal aid under the Smith-Hughes Act. A characteristic of the study is the presentation of the details of the organization, equipment, administration, and instruction in outstanding schools of both secondary- and normal-school rank. The history and present status of federal aid are discussed, as is the training of teachers of vocational agriculture by the universities and land-grant colleges.

*Literature for the junior high school.*—Teachers of reading and English in seventh, eighth, and ninth grades will appreciate how real a service has been rendered by the compilers of a recent two-volume textbook<sup>2</sup> in literature for those years. The instructor will be hard to please who cannot find here something for his purposes. The very quantity of the material is surprising in such fairly compact volumes. Each book contains close to one hundred selections, yet room is found for the inclusion of *Evangeline* and the *Midsummer-Night's Dream* in their entirety. Indeed the lure of the "gobbet" has been well resisted; with rare exceptions, each offering is a literary whole, complete in itself, and not merely a passage.

The range of material is naturally wide, and the most recent literature is generously represented by appropriate selections from Galsworthy, Noyes, Service, and Braley, together with such war poems as Joyce Kilmer's "Rouge Bouquet," Alan Seeger's "Rendezvous with Death," Vachel Lindsay's "Abraham Lincoln Walks at Midnight," and Doyle's "When the Guards Came Thru."

The contents are literature and of the best, but they are almost equally literature of youth. The ballads, narrative poems, stories of adventure, and the animal tales by Roosevelt, Kipling, Parkman are all admirably chosen for the audience in view. Inspirational values, also, and the social-civic ideal have clearly been uppermost considerations. To this end are provided not merely such familiar selections as Washington's letters, Hale's *Man without a Country*, and Hubbard's *Message to Garcia*, but a stirring selection of war

<sup>1</sup> HARRY PERCY BARROWS, "Development of Agricultural Instruction in Secondary Schools," *United States Bureau of Education Bulletin No. 85*, 1919. Washington: Department of the Interior. Pp. 108. \$0.15.

<sup>2</sup> W. H. ELSON and CHRISTINE KECK, *Junior High School Literature*. Chicago: Scott, Foresman & Co., 1919. Book I, pp. xiv+624. Book II, pp. 660.

literature and some glimpses of American life in such widely differing settings as *The Riverman* of Stewart Edward White or Herschel Hall's *Pete of the Steel Mills*.

This material has been carefully organized in textbook form—an admirable example of the newer type. Part I of each volume consists of nature poems and stories; Part II, of adventure tales; Part III, of verse and prose accounts of patriotic service in different countries; while Part IV bears the title "Literature and Life in the Homeland." Each main division is provided with an introduction designed to stimulate interest and is thereafter subdivided into groups of selections fairly homogeneous in character. After each tale or poem comes a brief sketch of the author, some further reading references, discussion notes, theme topics, and on occasion even detailed suggestions for dramatization. Not least serviceable are the comprehensive glossaries which close both books.

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*Language handbooks in the series method.*—From Miami University come the first two numbers<sup>1</sup> of a projected series of textbooks for the introductory teaching of foreign languages by the series method. The word "teaching" is here used advisedly since a cardinal tenet of this system is, of course, that each lesson must be presented and employed orally before the student is permitted to turn to the text. Book I of this series takes the form of a comprehensive exposition of the Gouin or series method. The treatment is concise, yet rich in detailed instructions and illustrations. As is well known, the essence of this method is that each lesson shall consist of a sequence of complete sentences setting forth some act or process with which the students are familiar. These sentences are first presented orally by the instructor, with demonstration where possible, then repeated by the pupils, and finally read and copied from the text. The purposes and limitations of the method are clearly defined. The object is to acquire command as rapidly as possible of an initial basic vocabulary of some fifteen hundred or two thousand terms and phrases, among which verbs, "the soul of a language," shall be central. This purpose, Professor Brandon believes, can be achieved in about one hundred and fifty graded series lessons. From that point on, regular reading can be taken up with profit, and further employment of series lessons is unwise.

Handbook II constitutes Part I of the French texts. It contains fifty-seven series units, grouped under the division headings: "Introductory," "La Toilette," "Le Repas," "L'École," "Le Temps," "Le Bureau," and "La Correspondance." In Part I, at least, the common fault of imperfect grading has been well avoided. The author has succeeded in keeping the vocabulary strictly limited, practical, and cumulative. It is to be hoped that the later parts will allow for the inevitable falling-off in mental acquisitive

<sup>1</sup> E. E. BRANDON, *The Series Method in Foreign Language Instruction*. Pp. 50. \$0.50. *Series Lessons for Beginners in French*, Part I. Pp. 120. \$0.75. Nos. 1 and 2 of Independent Authors Series. Milwaukee: Modern Language Press, 1920.